Carlisle & Hampton Hill Federation

Hampton Hill Junior School

REMOTE LEARNING POLICY

This policy was reviewed:	Autumn 2020
This policy was ratified by Full Governing Body (if applicable):	March 2021
This policy will be reviewed again:	Autumn 2021
Governor committee responsibility:	Achievement & Families Committee
Statutory Policy?:	No

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Statement of intent

At HHJS, we understand the need to continually deliver high quality education, including during periods of remote learning – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote learning, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

Proposed plan for **Remote Learning** as a result of self-isolation or bubble/school closure due to Covid-19.

Platform for remote learning	At HHJS, we plan to use Google Classroom as a platform for displaying the work set by teachers. The school's Senior Leadership Team and teachers will use the data from Google Classroom to support the monitoring of those pupils who are not accessing home learning and will contact those families directly to offer further support. Teachers will use Google Meets to host live lessons with small groups of children at a time.
Remote learning activities and teaching methods	At HHJS we recognise that our pupils often learn best when engaged in purposeful and interactive exploration. This has proved challenging to communicate and execute when not in the school environment. The teachers will provide daily learning opportunities, from different areas of their broad and balanced curriculum, matched to the planned learning objectives to be taught, which will be likely to include: - Daily maths, reading and writing tasks - Powerpoint slides which guide children through the lesson structure (with teacher commentary where appropriate) - Video links – such as White Rose Maths/Oak Academy (KS2) - Links to websites to further develop learning (e.g. Mathletics, ReadTheory, Spelling Shed, Timetables Rockstars) - Activity descriptions which encourage pupils to work creatively and independently - Writing stimuli - Reading opportunities - Worksheets - Quizzes - Face to Face live teacher contact – in small groups - Practical age-related investigations/challenges for children to engage with
Contact with pupils during self-isolation or bubble/school closure	During a period of self-isolation or school closure, the class teacher will aim to contact pupils at least once per week. For safeguarding purposes, the teacher will only conduct a 'virtual' live lesson with two or more pupils and the timing of this will depend on commitments during the school day. Should there only be a single pupil self-isolating from their class, the teacher will contact the child via telephone call where the parent/carer will be asked to use the 'loudspeaker' function.
Support for families without access to necessary technology	We recently sent out a survey to parents seeking feedback to determine the access pupils would have at home to the necessary technology in order to successfully complete the planned work during self-isolation or bubble/school closure. We will use this data to enable us to adjust what is offered to these pupils. We will primarily upload paper-based activities as PDFs to support those families using tablets/phones to view the learning exercises. For families who do not have technology available for the children to access during school hours (including a printer), we will offer to print packs of related learning for the children to access. These pupils will receive feedback for the work produced.

Feedback to pupils	Feedback to pupils on their strengths and areas for development in their work is a fundamental part of our practice.
	We will utilise the 'stream' feature of Google Classroom for group feedback on work that has been returned and overall communication between teachers and learners.
	Specific feedback on examples of work will be marked using the 'Private Comments' feature by the class teacher. Other approaches such as whole class marking slides will feature within our offer.

1. **Legal framework**

   1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

   - Equality Act 2010
   - Education Act 2004
   - The General Data Protection Regulation (GDPR)
   - Data Protection Act 2018

   1.2. This policy has due regard to national guidance including, but not limited to, the following:

   - DfE (2020) 'Keeping children safe in education'
   - DfE (2019) 'School attendance'
   - DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
   - DfE (2018) 'Health and safety: responsibilities and duties for schools'
   - DfE (2018) 'Health and safety for school children'
   - DfE (2016) 'Children missing education'

2. **Roles and responsibilities**

   2.1. The Federation Governing body is responsible for:

   - Ensuring that the school has robust risk management procedures in place.
     Ensuring that the school has a business continuity plan in place, where required.
   - Evaluating the effectiveness of the school's remote learning arrangements.

   2.2. The Head Teacher is responsible for:

   - Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
   - Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
   - Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
   - Overseeing that the school has the resources necessary to action the procedures in this policy.
   - Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents, and pupils.
   - Arranging any additional training staff may require to support pupils during the period of remote learning.
   - Conducting reviews on a regular basis of the remote learning arrangements to ensure pupils' education does not suffer.

   2.3. The Data Protection Officer (DPO) is responsible for:

   - Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
   - Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR.
   - Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.

2.4. The Designated Safeguarding Leads (DSLs) are responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with the ICT technicians to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the Head Teacher and other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working Ensuring all safeguarding incidents are adequately recorded and reported.

2.5. The Special Educational Needs Coordinator (SENCO) is responsible for:

- Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with Educational Health Care Plans (EHCPs) continue to have their needs met while learning remotely, and liaising with the Head Teacher and other organisations to make any alternate arrangements for pupils with EHCPs and Individual Health Plans.
- Identifying the level of support or intervention that is required while pupils with SEN learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period. This will be monitored through feedback from parents and outcome of the tasks set.

2.6. The School Business Manager (SBM) is responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

2.7. The ICT technicians/Computing Lead are responsible for:

- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.
- Working with the SENCO to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

2.8. Staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning.

- Reporting any health and safety incidents to the Headteacher or site manager and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the Head Teacher.
- Reporting any defects on school-owned equipment used for remote learning to an ICT technician (Click).
- Adhering to the Staff Code of Conduct at all times.

2.9. Parents are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring, that, where possible, their child is available to learn remotely and that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues (that impact on the children's access to remote learning) to the school as soon as possible.
- Ensuring that, wherever possible, their child always has access to and completes the remote learning material set for each day.
- Reporting any absence in line with the terms set out in paragraph 9.6.
- Ensuring their child uses the equipment and technology used for remote learning as intended.

2.10. Pupils are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Trying their best while learning at home and displaying the same work ethic as they do at school in order to complete the activities set for the day
- Adhering to the school's Behaviour and Anti-Bullying Policy.

3. Resources

Learning materials

3.1. The school will promote a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, the school may make use of:

- Work booklets and worksheets
- Powerpoint slides
- Current online learning portals
- Educational websites (such as Mathletics, Spelling Shed, Read Theory)
- Reading tasks
- Live contact
- Pre-recorded video or audio lessons

3.2. Teachers will review the DfE's list of online education resources and utilise these tools as necessary, in addition to existing resources.

3.3.   Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning (such as providing a school device (along with a signed loan agreement) or offering to produce paper packs for any access issues).

3.4.   Teachers will ensure the activities chosen for online learning have a range of accessibility features, to support pupils with SEND.

3.5.   Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.

3.6.   The school will review the resources pupils have access to and adapt learning to account for all pupil needs by using a range of different formats, e.g. providing work on PDFs which can easily be printed from a mobile device.

3.7.   Work packs will be made available for pupils who do not have access to a printer or equipment to access online resources– these packs can be collected from school.

3.8.   Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.

3.9.   The SENCO will arrange additional support for pupils with SEND which will be unique to the individual's needs, e.g. via weekly phone calls.

3.10.   Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.

3.11.   Pupils will be required to use their own or family-owned equipment to access remote learning resources, where possible.

3.12.   Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.

3.13.   Teaching staff will oversee academic progression for the duration of the remote learning period and will provide feedback on work in line with section 7 of this policy.

3.14.   The arrangements for any 'live' classes, will be communicated no later than one day before the allotted time and kept to a reasonable length of no more than 20 minutes per session.

Costs and expenses

3.15.   The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.

3.16.   The school will not reimburse any costs for travel between pupils' homes and the school premises.

3.17.   The school will not reimburse any costs for childcare.

4. Online safety

4.1.   This section of the policy will be enacted in conjunction with the school's Online Safety section of the '[Safeguarding and Child Protection policy](#)'.

4.2.   Where possible, all interactions will be textual and public.

4.3.   All staff and pupils using video communication must:

- Communicate in groups – one-to-one sessions are not permitted (unless prior agreement has been sought).
- Wear suitable clothing – this includes others in their household.
- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible.

Parents/Carers should ideally be in close proximity to their child during these communications, but not visible on the screen.

4.4.   All staff and pupils using audio communication must:

- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute audio material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.

4.5.   The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the Head Teacher/Deputy Head Teacher, and will be led in collaboration with the SENCO/SRP lead.

4.6.   Pupils not using devices or software as intended will be disciplined in line with the Behaviour and Anti-Bullying Policy.

4.7.   The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

4.8.   The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.

4.9.   The school will communicate to parents via Parent Hub about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.

4.10.   At the beginning of a period of remote learning, the school will contact parents to:

- Reinforce the importance of children staying safe online.

- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.

- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.

- Direct parents to useful resources to help them keep their children safe online.

4.11.   The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

5. Safeguarding

5.1.   This section of the policy will be enacted in conjunction with the school's Safeguarding and Child Protection Policy, which has been updated to include safeguarding procedures in relation to remote working.

5.2.   The DSLs will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.

5.3.   The DSLs will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.

5.4.   Phone calls made to vulnerable pupils will be made using school phones where possible. Staff are instructed to dial 141 before the number they are dialling to protect their privacy if they are self-isolating and unable to use a school telephone.

5.5.   The DSLs will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.

5.6.   The DSLs will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

5.7.   All home visits **must**:

- Have at least one suitably trained individual present.
- Be undertaken by no fewer than two members of staff.
- Be suitably recorded on paper and the records stored on CPOMS so that the DSLs has access to them.
- Actively involve the pupil.

5.8.   Vulnerable pupils with the assistance of their parents, will be able to contact their class teacher via Google Classroom who can then contact DSLs – this arrangement will be set up by the DSLs prior to the period of remote learning.

5.9. The DSLs will meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

5.10. All members of staff will report any safeguarding concerns to the DSL immediately (both in person/via telephone and by reporting the concern on CPOMS).

5.11. Pupils and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

6. Data protection

6.1. This section of the policy will be enacted in conjunction with the school's [Data Protection Policy.](#)

6.2. Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.

6.3. Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.

6.4. Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.

6.5. Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning.

6.6. All contact details will be stored in line with the school's [Privacy Notice.](#)

6.7. The school will not permit paper copies of contact details to be taken off the school premises.

6.8. Pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data.

6.9. Any breach of confidentiality will be dealt with in accordance with the school's [Data Protection Policy](#), [Privacy Notice](#) and [Complaints Procedure](#).

7. Marking and feedback

7.1. All schoolwork completed through remote learning must be:

- Finished when returned to the relevant member of teaching staff.
- Returned on or before the deadline set by the relevant member of teaching staff.
- Completed to the best of the pupil's ability.
- The pupil's own work.
- Feedback will be given to pupils using the Google Classroom stream tool.

7.2. The school expects pupils and staff to maintain a good work ethic during the period of remote learning.

7.3. Parents and pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via telephone calls or via a message on Parent Hub if their child is not completing their schoolwork or their standard of work has noticeably decreased.

7.4. Teaching staff will monitor the academic progress of pupils and discuss additional support or provision with leadership colleagues as soon as possible.

7.5. Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.

7.6. The school accepts a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible.

8. Health and safety

8.1. This section of the policy will be enacted in conjunction with the school's Health and Safety Policy.

8.2. Teaching staff and ICT technicians will ensure pupils are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.

8.3. If using electronic devices during remote learning, pupils will be encouraged to take regular breaks between periods of use.

9. School day and absence

9.1. Pupils will be present for remote learning from Monday to Friday, with an expectation that the work set will be completed within these days.

9.2. Regular breaks and a lunchtime are encouraged throughout the day.

9.3. Pupils are not expected to do schoolwork during their breaks and lunchtime.

9.4. Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.

9.5. Pupils who are unwell are not expected to be present for remote working until they are well enough to do so.

9.6. Parents will inform their child's teacher via email to student@hamptonhill.richmond.sch.uk no later than 8:30am if their child is unwell.

9.7. The school will monitor absence and lateness in line with the guidance from the Education Welfare service.

10. Communication

10.1. The school will ensure adequate channels of communication are arranged in the event of an emergency.

10.2. The school will communicate with parents via ParentHub and the school website about remote learning arrangements as soon as possible.

10.3. The Head Teacher will communicate with staff as soon as possible via CPD sessions and email about any remote learning arrangements.

10.4. Members of staff involved in remote teaching will ensure they have a working device that is available to take phone calls from school during their agreed working hours.

10.5. The school understands that pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – parents/children should be encouraged to only log on to Google Classroom during school hours.

10.6. Members of staff will have contact with their line manager once per week.

10.7. As much as possible, all communication with pupils and their parents will take place within the usual school hours.

10.8. In the event of full school closure, pupils will have opportunities for verbal contact with a member of teaching staff at least once per week via Google Meets.

10.9. Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.

10.10. Issues with remote learning or data protection will be communicated to the pupils' teacher as soon as possible so they can investigate and resolve the issue.

10.11. The pupils' teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.

10.12. The Head Teacher will review the effectiveness of communication on a weekly basis and ensure measures are put in place to address gaps or weaknesses in communication.

11. Monitoring and review

11.1. This policy will be reviewed on an annual basis by the Deputy Head Teacher/Headteacher.

11.2. Any changes to this policy will be communicated to all members of staff and other stakeholders.

11.3. The next scheduled review date for this policy is September 2021.

Appendix a.

Remote Learning During the Coronavirus (COVID-19) Pandemic

Within the ever-changing circumstances we are currently living through, we must be prepared for local restrictions. If local restrictions apply, the school will implement provision for remote learning to ensure pupils never miss out on education. We will ensure that our curriculum is inclusive and accessible to all. This policy annex outlines additional measures that will be implemented for delivering remote learning during the pandemic.

1. Legal framework

1.1   This policy has due regard to all relevant legislation, statutory and good practice guidance including, but not limited to, the following:

- DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'
- DfE (2020) 'Adapting teaching practice for remote education'
- DfE (2020) 'Guidance for full opening: schools'
- DfE (2020) 'Get help with technology during coronavirus (COVID-19)'
- DfE (2020) 'Get laptops and tablets for children who cannot attend school due to coronavirus (COVID-19)'
- DfE (2020) 'How schools can plan for tier 2 local restrictions'
- DfE (2020) 'Laptops, tablets and 4G wireless routers provided during coronavirus (COVID-19)'
- Department of Health & Social Care (2020) 'COVID-19 contain framework: a guide for local decision makers'

2. Contingency planning

2.1   The school will work closely with the Local Authority to ensure the premises is COVID-secure, and will complete all necessary risk assessments.

2.2   The school will work closely with the local health protection team when local restrictions apply and implement the provisions set within their contingency plan.

2.3   The school will communicate its contingency plans for local restrictions with parents, including whether it will remain open to vulnerable pupils and children of critical workers, or if remote working will be applicable for all.

2.4   The level of remote learning provision required will be based on the government's four tiers of local restrictions. Where there are no local restrictions in place, the school will continue to remain fully open to all, and these tiers will not apply.

Tier 1 local restrictions

2.5   The school will remain open if tier 1 restrictions are in place, and remote learning will not be provided at this time.

Tier 2 local restrictions

2.6   The school will remain open if tier 2 restrictions are in place, and remote learning will not be provided at this time.

Tier 3 local restrictions

2.7 The school will remain open if tier 3 restrictions are in place, and remote learning will not be provided at this time.

Tier 4 local restrictions

2.8 The school will limit on-site attendance to just vulnerable children and young people. All other pupils will receive remote education in line with section 3 of this appendix.

If local restrictions are **not** applied, but a single class or 'bubble' needs to self-isolate, the school will immediately implement remote learning for that group.

3. Teaching and learning

3.1   All pupils will have access to high-quality education when remote working.

3.2   The school will use a range of teaching methods to cater for all different learning styles, this includes:

- **Use of video clips to introduce concepts**
- **Use of audio overlays to guide children through PowerPoint slides**
- **Picture prompts for discussion at home**
- **Printable activities**
- **Web based games and activities**
- **Quizzes**
- **Comprehension activities**

3.3   Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for the needs of disadvantaged pupils and pupils with SEND.

3.4   When teaching pupils who are working remotely, teachers will:

- Set assignments so that pupils have meaningful and ambitious work each day.
- Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally and matches the content of the lessons that are being, or would have been, taught in school.
- Provide frequent, clear explanations of new content through high-quality curriculum resources, including through educational videos.

- Assess progress by using questions and other suitable tasks and be clear on how regularly work will be checked.
- Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily feedback from teachers.

3.5 All provisions for remote learning will be subject to the class group's age, ability and/or any SEND.

3.6 In exceptional circumstances, the school may reduce its curriculum offering to enable pupils to cope with the workload – the Head Teacher will assess this need, keeping pupils' best interests in mind, and will not take the decision lightly.

3.7 Teachers will continue to make use of formative assessments throughout the academic year.

4. Returning to school

4.1 The Head Teacher will work with the Local Authority to ensure pupils only return to school when it is safe for them to do so.

4.2 After a period of self-isolation, or the lessening of local lockdown rules, the Head Teacher will inform parents when their child will return to school.

4.3 The Head Teacher will listen to all concerns that parents may have about their child returning to school and will advise them of the measures in place to ensure the safety of their child.

5. Monitoring and review

5.1 This policy annex will be reviewed in line with any updates to government guidance.

5.2 All changes to the policy will be communicated to relevant members of the school community.